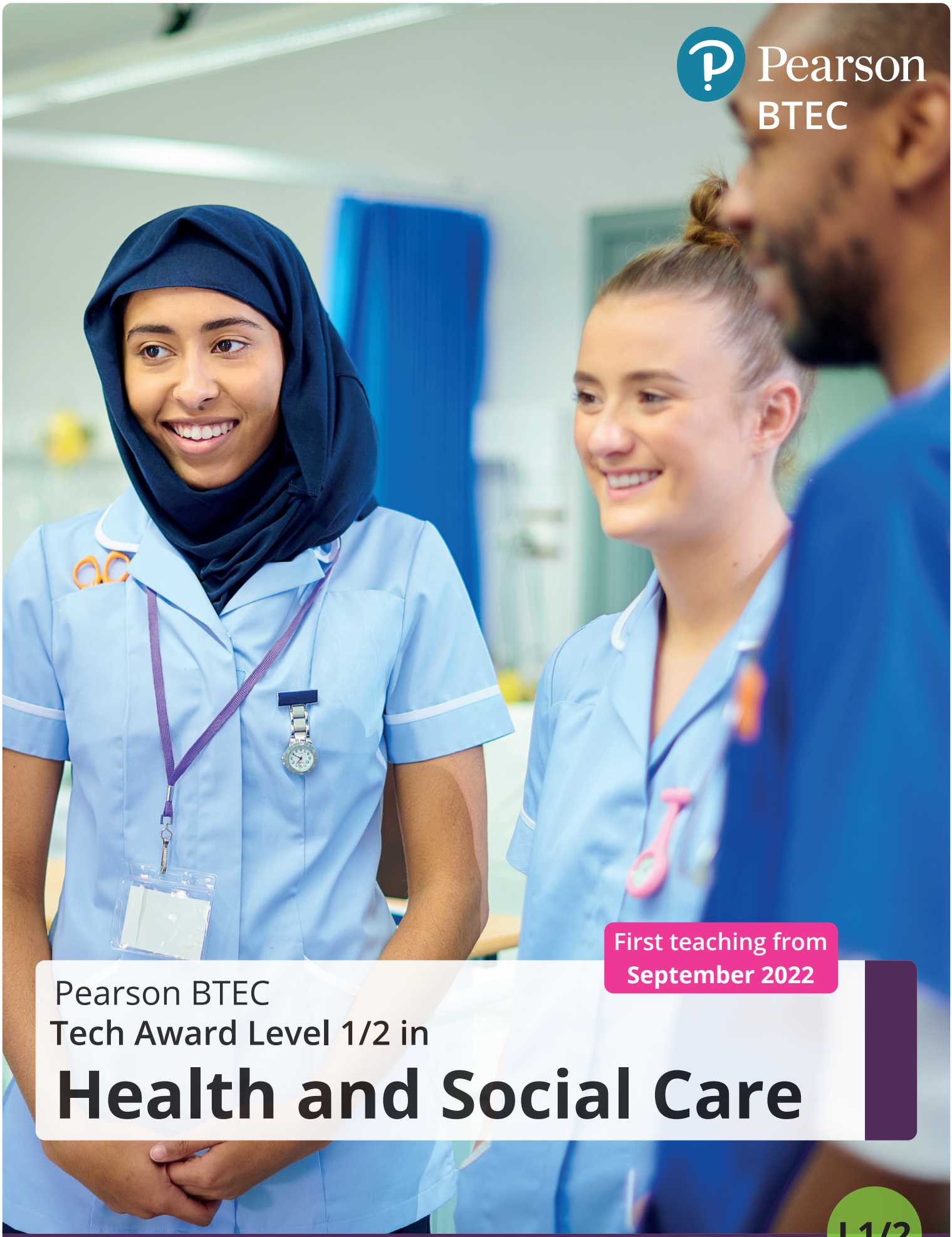

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Health and Social Care

L1/2

Specification

Qualification No: 603/7047/6 *First teaching from September 2022*

Issue 3

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

Specification

Qualification number: 603/7047/6

First teaching September 2022

Issue 3

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study. There are many progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific applied knowledge and skills through realistic vocational contexts. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the health and social care sector

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Social care employees, such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care Specification Issue 3 changes

Summary of changes made between the previous issue and this current issue	**Page number**
Section 3: third paragraph, 'internal verifiers' has been changed to 'Programme Leads' and responsibility for the programme has been separated between delivery and quality assurance.	Page 7
In *Component 1: Human Lifespan Development*, A2: Factors affecting growth and development, sixth bullet: Environmental factors – the amplification has been removed from the second sub-bullet (home environment)	Page 12
We have amended the release dates for the Pearson-set assignments.	Page 14, 26
In *Component 3: Health and Wellbeing*, A1 Factors affecting health and wellbeing, seventh bullet – the amplification has been removed from the second sub-bullet (home environment)	Page 42
Section 5: *Internal Standardisation*, guidance on retention of evidence of internal standardisation activities has been clarified. *Moderation*, guidance on the purpose of moderation has been clarified and the requirement for evidence of internal standardisation has been removed.	Pages 51, 52

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care Specification Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
In *Component 3: Health and Wellbeing* Assessment objective 4 was amended from 'Analyse and evaluate knowledge and understanding of health and wellbeing' to 'Make connections between aspects of health and wellbeing'.	Page 40
In *Component 3: Health and Wellbeing* the table under *Key terms typically used in assessment* section has been amended to remove Key words/Command verbs that will not be used in assessments and the definitions have been corrected to be in line with the Sample Assessment Materials.	Page 46
In Section 5 *Non-exam internal assessment* under *Marking Pearson-set Assignments* a new sentence was added regarding the Assessment Record Sheet. Under *Internal standardisation* a new sentence was added stating that Pearson will supply standardisation materials.	Pages 49, 51
In Section 10 *Resources and support* under *Training and support from Pearson* a new bullet point was added to state that Pearson Quality Advisors can support with all quality assurance related aspects of the programme.	Page 67

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1 Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care (603/7047/6) is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

This Tech Award complements the learning in GCSE programmes such as GCSE English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge in a vocational context.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the health and social care sector
- study at Level 2 post-16 in a range of technical routes designed to lead to work, progression to employment via apprenticeships or further study at Level 3.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care – Specification – Issue 3 – February 2023 © Pearson Education Limited 2023

2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care has:

- Total Qualification Time: 150 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Human Lifespan Development	**36**	**1/2**	Internal
2	Health and Social Care Services and Values	**36**	**1/2**	Internal
3	Health and Wellbeing	**48**	**1/2**	External Synoptic

The three components focus on the assessment of applied knowledge and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The three components in the qualification give learners the opportunity to develop applied knowledge and understanding of the health and social care sector, at Levels 1 and 2.

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of applied knowledge and understanding of human growth and development across life stages and the factors that affect this, and how individuals deal with life events
- the development of applied knowledge and understanding of different types of health and social care services and barriers to accessing them, and the skills, attributes and values required to give care.

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

For each component new assignments are released twice a year through the secure area of our website. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; centres must ensure that they are using the current series' assignment to assess their learners. Centres must use these assignments for summative assessments and the assignments must be completed under supervised conditions.

Centres will mark the completed assignments using the descriptors in the marking grid given in each component. Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 working days.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that assessment series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements. For further information on the design of the assignments, retakes and the approach to marking, see *Section 5: Non-exam internal assessment*.

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Human Lifespan Development	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**
Component 2: Health and Social Care Services and Values	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**

External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts.

Component 3: Health and Wellbeing requires learners to study the factors that affect health and wellbeing, learn about physiological and lifestyle indicators, and person-centred approaches to make recommendations and actions to improve health and wellbeing.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a written assessment that requires learners to demonstrate that they can identify and apply concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of an examination taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment during their programme by taking a new assessment. However, as this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

This component should be delivered and assessed at the end of the course of study.

Component	Description of external assessment	Assessment
Component 3: Health and Wellbeing	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.	**January/ February and May/June from 2024 onwards**

Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9: Administrative arrangements.*

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Non-exam internally-assessed components are assessed using a mark-based scale. Centres report marks which will be submitted for moderation. The externally-assessed component is marked externally by Pearson.

All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8: Final grading and awarding* for more information on the approach we are using to grade qualifications.

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3 Components

Understanding your components

The components in this specification set out details of all the applied knowledge and understanding a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, Programme Leads and other staff responsible for the delivery and quality assurance of the programme read and digest this section.

Internal assessment – externally moderated

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Learning outcomes	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory. Centres should ensure that delivery of content is kept up to date. Some of the components within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Component assignment	This gives a description of the assignment for the component and how it should be delivered.

Section	Explanation
Component marking grid	The marking grid details the descriptors across the four mark bands that teachers/assessors will use to determine the marks to be awarded to learners' assignment evidence.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see *Section 10: Resources and support*.

Externally-assessed components

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Summary of assessment	This sets out the type of external assessment used and the way it is used to assess achievement.
Assessment objectives	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the external assessment. Content will be sampled through the external assessment over time.

Component 1: Human Lifespan Development

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

Introduction

How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners.

In this component, you will study how people grow and develop over the course of their life, from infancy to adulthood, this includes PIES development and the different factors that may affect this. An individual's development can be affected by major life events, such as marriage, parenthood or moving to a new house and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them.

You will develop transferable skills, such as written communication skills to support your progression to Level 2 or 3 vocational or academic qualifications.

Learning outcomes

A Understand human growth and development across life stages and the factors that affect it

B Understand how individuals deal with life events.

Teaching content

Learning outcome A: Understand human growth and development across life stages and the factors that affect it

A1 Human growth and development across life stages

Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.

- Life stages and their expected key characteristics in each of the PIES classifications:
  - infancy (birth to 2 years):
    - physical: rapid physical growth of weight and height, development of gross and fine motor skills, following the same pattern of growth and development but at different rates
    - intellectual: rapid development of language and thinking skills such as memory/recall
    - emotional: attachments are formed, emotional wellbeing is based on bonding/attachment, security and contentment
    - social: strong dependence on adults/carers, socialisation through family, engage in solitary play
  - early childhood (3–8 years):
    - physical: continued growth of weight and height, mastery of gross and fine motor skills
    - intellectual: increased curiosity, language fluency develops, strong grasp of memory/recall
    - emotional: increased independence, wider range of relationships are formed, emotional wellbeing is based on attachment, security and contentment
    - social: social circle widens and close friendships are formed, socialisation continues through family and also friends/carers, social play develops
  - adolescence (9–18 years):
    - physical: onset of puberty, differences between males and females, primary and secondary sexual characteristics
    - intellectual: complex and abstract thinking develops
    - emotional: independence increases further, more freedom to make own decisions, concerns over self-image and self-esteem may increase, emotional wellbeing is based on attachment, security and contentment
    - social: wide range of formal/informal relationships develop and have influence, intimate relationships are formed
  - early adulthood (19–45 years):
    - physical: peak physical fitness, full height reached, sexual maturity reached, women at their most fertile
    - intellectual: mastery of abstract and creative thinking, careers become important, may return to education
    - emotional: independent living and control over own lives, emotional wellbeing is based on attachment, security and contentment
    - social: intimate and long-lasting relationships are formed

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- middle adulthood (46–65 years):
  - physical: at the end of this life stage the ageing process begins, menopause occurs for women
  - intellectual: can use knowledge and experience for complex decision making, may retire
  - emotional: may experience changes in self-image and self-esteem linked to retirement or ageing process, emotional wellbeing is based on attachment, security and contentment
  - social: may have more time to socialise
- later adulthood (65+ years):
  - physical: ageing process continues, decline in strength and fitness, loss of mobility, loss of muscle tone and skin elasticity
  - intellectual: may experience decline in cognitive ability such as loss of memory/recall
  - emotional: may start to become more dependent on others, emotional wellbeing is based on attachment, security and contentment
  - social: may experience bereavement and reduction of social circle.

A2 Factors affecting growth and development

Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.

- Physical factors:
  - inherited conditions – sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease
  - experience of illness and disease
  - mental ill health – anxiety, stress
  - physical ill health – cardiovascular disease, obesity, type 2 diabetes
  - disabilities
  - sensory impairments.
- Lifestyle factors:
  - nutrition
  - physical activity
  - smoking
  - alcohol
  - substance misuse.
- Emotional factors:
  - fear
  - anxiety/worry
  - upset/sadness
  - grief/bereavement
  - happiness/contentment
  - security
  - attachment.

- Social factors:
  - supportive and unsupportive relationships with others – friends, family, peers and colleagues
  - social inclusion and exclusion
  - bullying
  - discrimination.
- Cultural factors:
  - religion
  - gender roles and expectations
  - gender identity
  - sexual orientation
  - community participation
  - race.
- Environmental factors:
  - housing needs, conditions, location
  - home environment
  - exposure to pollution – air, noise and light.
- Economic factors:
  - employment situation
  - financial resources – income, inheritance, savings.

Learning outcome B: Understand how individuals deal with life events

B1 Different types of life event

Learners will explore life events that occur in an individual's life. Learners will explore the different events that can impact on people's PIES development.

- Health and wellbeing:
  - accident/injury
  - physical illness
  - mental and emotional health and wellbeing.
- Relationship changes:
  - entering into relationships
  - marriage, civil partnership, long-term relationship
  - divorce, separation for non-married couples
  - parenthood
  - bereavement.
- Life circumstances:
  - moving house, school or job
  - exclusion from education
  - redundancy
  - imprisonment
  - changes to standards of living
  - retirement.

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B2 Coping with change caused by life events

Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.

- The character traits that influence how individuals cope:
  - resilience
  - self-esteem
  - emotional intelligence
  - disposition – a person's character traits, e.g. positive, negative.
- The sources of support that can help individuals adapt:
  - family, friends, neighbours, partners
  - professional carers and services
  - community groups, voluntary and faith-based organisations
  - multi-agency working, e.g. social services working with mental health trust, children's services working with the justice system
  - multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist.
- The types of support that can help individuals adapt:
  - emotional support
  - information, advice, endorsed apps
  - practical help – financial assistance, support with childcare, domestic chores, transport.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of human growth and development, and life events. It is recommended that case-study materials are used to illustrate the different aspects of growth and development.

You may choose to deliver this component alongside Component 2 since an appreciation of the skills, attributes and values that are required when delivering care may help when gathering information for the assessment of Learning outcome B. This would also allow centres to link what is happening at different life stages with the types of health and social care services that are most relevant for different client groups.

Assignments can focus on each learning outcome or you can combine them within or across components.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of four tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages.
- In response to Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages.
- In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development.
- In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.

The assignment will take approximately 6 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: PIES growth and development through the life stages **Learning outcome A: Understand human growth and development across life stages and the factors that affect it**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through: • a **superficial** account of an individual's PIES growth and development through the specified life stages • a **superficial** account of how the PIES characteristics change from one of the specified life stages to the next.	**Adequate** knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through: • a **partially detailed** account of an individual's PIES and development through the specified life stages • a **partially detailed** account of how the PIES characteristics change from one of the specified life stages to the next.	**Good** knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through: • a **mostly detailed** account of an individual's PIES growth and development through the specified life stages • a **mostly detailed** account of how the PIES characteristics change from one of the specified life stages to the next.	**Comprehensive** knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through: • a **fully detailed** account of an individual's PIES growth and development through the specified life stages • a **fully detailed** account of how the PIES characteristics change from one of the specified life stages to the next.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Impact of different factors on PIES growth and development through the life stages **Learning outcome A: Understand human growth and development across life stages and the factors that affect it**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how specific factors affect PIES growth and development in the specified life stages. Evidenced through: • a **superficial** account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is **generic** with **few links** made between each of the specified factors and PIES at each life stage • **simplistic** reasons for the difference in the impact of the specified factors between specified life stages, with **few accurate** links made to the PIES at each life stage.	**Adequate** application of knowledge and understanding of how factors affect PIES growth and development in the specified life stages. Evidenced through: • a **partially detailed** account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is **partially specific** with **some links** made between each of the specified factors and PIES at each life stage • **partially developed** reasons for the difference in the impact of the specified factors between specified life stages, with **partially accurate** links made to the PIES at each life stage.	**Good** application of knowledge and understanding of how the given factors affect PIES growth and development in the specified life stages. Evidenced through: • a **mostly detailed** account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is **mostly specific** with **substantial links** made between each of the specified factors and PIES at each life stage • **mostly developed** reasons for the difference in the impact of the specified factors between specified life stages, with **mostly accurate** links made to the PIES at each life stage.	**Comprehensive** application of knowledge and understanding of how factors affect PIES growth and development in the specified life stages. Evidenced through: • a **fully detailed** account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is **completely specific** with **fully made links** between each of the specified factors and PIES at each life stage • **well-developed** reasons for the difference in the impact of the specified factors between specified life stages, with **fully accurate** links made to the PIES at each life stage.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: Impact of life events on PIES growth and development **Learning outcome B: Understand how individuals deal with life events**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. Evidenced through: • a **superficial** account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, with **little clarity** in the links made between the event and the specified areas of growth and development.	**Adequate** application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. Evidenced through: • a **partially detailed** account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, making **partially clear** links between the event and the specified areas of growth and development.	**Good** application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. Evidenced through: • a **mostly detailed** account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, making **mostly clear** links between the events and the specified areas of growth and development.	**Comprehensive** application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. Evidenced through: • a **fully detailed** account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, **making clear** links between the events and the specified areas of growth and development.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: How individuals adapt to a life event **Learning outcome B: Understand how individuals deal with life events**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how the individuals in the case study used different sources and types of support to adapt to their life event. Evidenced through: • a **superficial** account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are **generic** • a **superficial** account of the character traits that influenced how each individual in the case studies coped with their life event; character traits show **little relevance** to how each individual coped.	**Adequate** application of knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event. Evidenced through: • a **partially detailed** account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are **partially specific** to the case studies • a **partially detailed** account of the character traits that influenced how each individual in the case studies coped with their life event; character traits are **partially relevant** to how each individual coped.	**Good** application of knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event. Evidenced through: • a **mostly detailed** account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are **mostly specific** to the case studies • a **mostly detailed** account of the character traits that influenced how each individual in the case studies coped with their life event; character traits are **mostly relevant** to how each individual coped.	**Comprehensive** application of knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event. Evidenced through: • a **fully detailed** account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are **completely specific** to the case studies • a **fully detailed** account of the character traits that influenced how each individual in the case studies coped with their life events; character traits are **fully relevant** to how each individual coped.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: How individuals adapt to a life event **Learning outcome B: Understand how individuals deal with life events**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the ways individuals in the case studies adapted to their life events. Evidenced through: • a **superficial** comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on **few similarities and differences** from the case studies • additional sources of support recommended for each individual have **little relevance** to their life events and is supported by **little logical reasoning**.	**Adequate** application of knowledge and understanding of the ways individuals in the case studies adapted to their life events. Evidenced through: • a **partially developed** comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on **some similarities and differences** from the case studies • additional sources of support recommended for each individual have **some relevance** to their life events and is supported by **partially logical reasoning**.	**Good** application of knowledge and understanding of the ways individuals in the case studies adapted to their life events. Evidenced through: • a **mostly developed** comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on **most similarities and differences** from the case studies • additional sources of support recommended for each individual are **mostly relevant** to their life events and is supported by **mostly logical reasoning**.	**Comprehensive** application of knowledge and understanding of the ways individuals in the case studies adapted to their life events. Evidenced through: • a **well-developed** comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on **all similarities and differences** from the case studies in a coherent way • additional sources of support recommended for each individual are **fully relevant** to their life events and is supported by **logical reasoning**.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

Resource requirements

For this component, learners must have access to*:*

- case studies
- notes made during any face-to-face teaching
- notes made during your preparatory research
- textbooks
- relevant websites.

Component 2: Health and Social Care Services and Values

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Introduction

At some point in life everyone will need health care. It is likely that you have already had an appointment with a doctor in your lifetime, in which case you would be described as a service user. This means that you have been given health care from a person who was trained to give you care – they are called 'service providers'. You might know someone who needs social care. This is different from health care, although both types of care are closely linked. People who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives.

Providing good health and social care services is important and service providers need to have the appropriate skills, attributes and values to meet the needs of service users. These skills, attributes and values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.

This component will give you an understanding of health and social care services and will help you to understand the skills, attributes and values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). This component will help you to progress to Level 2 or 3 vocational or academic qualifications.

Learning outcomes

A Understand the different types of health and social care services and barriers to accessing them

B Understand the skills, attributes and values required to give care.

Teaching content

Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

A1 Healthcare services

Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.

- Health conditions:
  - arthritis
  - cardiovascular conditions – coronary heart disease, cerebral vascular accident
  - diabetes (type 2)
  - dementia
  - obesity
  - respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD)
  - additional needs – sensory impairments, physical impairments, learning disability.
- Health services available:
  - primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments
  - secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology
  - tertiary care – specialist medical care to include oncology, transplant services
  - allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics
  - multidisciplinary team working – how services work together, including referrals between services.

A2 Social care services

Learners will explore a range of social care needs and how these can be met by the social care services that are available.

- Social care – help with day-to-day living because of illness, vulnerability or disability.
- Social care services:
  - services for children and young people – foster care, residential care, youth work
  - services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care
  - services for older adults – residential care, domiciliary care.
- Additional care:
  - informal care – given by relatives, friends, neighbours, partners
  - voluntary care – community groups and faith-based organisations, charities.

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A3 Barriers to accessing services

Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.

- Definition of barriers: something unique to the health and social care system that prevents an individual to access a service.
- Types of barrier and how they can be overcome by the service providers or users:
  - physical barriers – issues getting into and around the facilities:
    - ways to overcome physical barriers: ramps, wider doorways, accessible toilets/rooms, stair lifts, hoists
  - barriers to people with sensory disability – hearing and visual difficulties:
    - ways to overcome sensory barriers: hearing loops, British Sign Language (BSL) interpreters, communication cards, large print leaflets, braille leaflets, staff collecting vulnerable service users from waiting areas
  - barriers to people with different social and cultural backgrounds – lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence:
    - ways to overcome social and cultural barriers: awareness campaigns, posters and leaflets, well women and well men clinics, choice of service provider (e.g. if a male or female is preferred), collaboration with community and faith groups
  - barriers to people that speak English as an additional language or those who have language or speech impairments:
    - ways to overcome language barriers: literature in other languages, face-to-face and telephone interpretation services, health and wellbeing group meetings for speakers of other languages, longer appointments, use of advocates, staff training and awareness of common speech and language difficulties
  - geographical barriers – distance of service provider, poor transport links:
    - ways to overcome geographical barriers: local community transport schemes for disabled or elderly service users, home/community visits, community clinics, telehealth schemes
  - barriers for people with learning disabilities:
    - ways to overcome intellectual barriers: use of Health Passports and All About Me documents, use of advocates, use of Learning Disability Nurses (LDNs) and support workers, 'Quiet Clinics', quiet waiting areas, longer appointment times, use of communication cards, adhering to The Accessible Information Standard and providing low text 'easy read' leaflets
  - financial barriers – charging for services, cost of transport, loss of income while accessing services:
    - ways to overcome financial barriers: NHS exemption certificates, NHS Low Income Scheme, NHS vouchers for eye tests, glasses and lenses, NHS Healthcare Travel Costs Scheme (HTCS), charitable schemes such as community transport.

Learning outcome B: Understand the skills, attributes and values required to give care

B1 Skills and attributes in health and social care

Learners will explore the skills and attributes that are required when delivering care.

- Skills:
  - problem solving
  - observation
  - dealing with difficult situations
  - organisation.
- Attributes:
  - empathy
  - patience
  - trustworthiness
  - honesty.

B2 Values in health and social care

Learners will explore the values that are required when planning and delivering care.

- The 6 Cs:
  - care – receiving correct and consistent care
  - compassion – empathy, respect and dignity
  - competence – skills and knowledge to deliver effective care, based on research
  - communication – involving individuals and/or carers and listening
  - courage – doing the right thing and speaking up when concerns arise
  - commitment – to improve care and experience for individuals.

B3 The obstacles individuals requiring care may face

Learners will explore the personal obstacles that individuals requiring and receiving care may face.

- Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.
- Potential obstacles and their impact on the individual:
  - emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress
  - time constraints – work and family commitments
  - availability of resources – financial, equipment, amenities
  - unachievable targets – unachievable for the individual or unrealistic timescale
  - lack of support – from family and friends
  - other factors specific to individual – ability/disability, health conditions, addiction.

B4 The benefits to individuals of the skills, attributes and values in health and social care practice

Learners will explore how skills, attributes and values benefit individuals when receiving care.

- Individuals will:
  - be supported to overcome their own personal obstacles
  - receive high quality care
  - receive person-centred care based on individual wishes
  - be treated with respect
  - not be discriminated against
  - be empowered and have independence
  - be involved in care decisions
  - be protected from harm
  - feel comfortable to raise complaints
  - have their dignity and privacy protected
  - have their confidentiality protected
  - have their rights promoted.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of services and the skills, attributes and values required to give care. When teaching learners about services, these should be exemplified with real examples wherever possible. Learners would benefit from direct contact with people who work in the health or social care sector talking to them about what they do, for example visiting speakers. Certain skills, attributes and values are fundamental to the health and social care sectors, and so centres should aim to link them to the services in Learning outcome A so that learners can understand them in context. When teaching learners about these skills, attributes and care values, it could be useful to use case studies where these were not applied so that learners can appreciate their importance.

You may choose to deliver this component alongside Component 1, allowing learners to relate services for different client groups to growth and development across life stages.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of five tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of how health care services work together to meet the needs of an individual.
- In response to Task 2, learners will demonstrate their knowledge and understanding of how social care services meet the needs of an individual.
- In response to Task 3, learners will demonstrate their knowledge and understanding of barriers an individual could face when accessing services in health or social care.
- In response to Task 4, learners will demonstrate their knowledge and understanding of how health care professionals demonstrate the skills, attributes and values when delivering care to an individual.
- In response to Task 5, learners will demonstrate their knowledge and understanding of how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles.

The assignment will take approximately 6 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: How health care services work together to meet the needs of an individual **Learning outcome A: Understand the different types of health and social care services and barriers to accessing them**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. Evidenced through: • a **superficial** account of how the primary health care services selected could meet the needs of the specified individual; the information given has **little relevance** to the age and health condition of the individual • a **superficial** account of how the secondary health care services selected could meet the needs of the specified individual; the information given has **little relevance** to the age and health condition of the individual	**Adequate** application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. Evidenced through: • a **partially detailed** account of how the primary health care services selected could meet the needs of the specified individual; the information given has **some relevance** to the age and health condition of the individual • a **partially detailed** account of how the secondary health care services selected could meet the needs of the specified individual; the information given has **some relevance** to the age and health condition of the individual	**Good** application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. Evidenced through: • a **mostly detailed** account of how the primary health care services selected could meet the needs of the specified individual; the information given is **mostly relevant** to the age and health condition of the individual • a **mostly detailed** account of how the secondary health care services selected could meet the needs of the specified individual; the information given is **mostly relevant** to the age and health condition of the individual	**Comprehensive** application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual. Evidenced through: • a **fully detailed** account of how the primary health care services selected could meet the needs of the specified individual; the information given is **fully relevant** to the age and health condition of the individual • a **fully detailed** account of how the secondary health care services selected could meet the needs of the specified individual; the information given is **fully relevant** to the age and health condition of the individual

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: How health care services work together to meet the needs of an individual *(continued)* Learning outcome A: Understand the different types of health and social care services and barriers to accessing them				
No rewardable material	• a **superficial** account of how the selected services could work together to meet the needs of a specified individual; with **little clarity in the links** made between the different services to show the specific ways of working together.	• a **partially detailed** account of how the selected services could work together to meet the needs of a specified individual; making **partially clear links** between the different services to show the specific ways of working together.	• a **mostly detailed** account of how the selected services could work together to meet the needs of a specified individual; making **mostly clear links** between the different services to show the specific ways of working together.	• a **fully detailed** account of how the selected services could work together to meet the needs of a specified individual; making **clear links** between the different services to show the specific ways of working together.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: How social care services meet the needs of an individual **Learning outcome A: Understand the different types of health and social care services and barriers to accessing them**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how social care services meet the needs of a specified individual. Evidenced through: • a **superficial** account of how the social care services selected could meet the needs of the specified individual; the information given has **little relevance** to the age and needs of the individual • a **superficial** account of how voluntary care services could meet the needs of the specified individual; the information given has **little relevance** to the age and needs of the individual • a **superficial** account of how informal care options could meet the needs of the specified individual; the information given has **little relevance** to the age and needs of the individual.	**Adequate** application of knowledge and understanding of how social care services meet the needs of a specified individual. Evidenced through: • a **partially detailed** account of how the social care services selected could meet the needs of the specified individual; the information given has **some relevance** to the age and needs of the individual • a **partially detailed** account of how voluntary care services could meet the needs of the specified individual; the information given has **some relevance** to the age and needs of the individual • a **partially detailed** account of how informal care options could meet the needs of the specified individual; the information given has **some relevance** to the age and needs of the individual.	**Good** application of knowledge and understanding of how social care services meet the needs of a specified individual. Evidenced through: • a **mostly detailed** account of how the social care services selected could meet the needs of the specified individual; the information given is **mostly relevant** to the age and needs of the individual • a **mostly detailed** account of how voluntary care services could meet the needs of the specified individual; the information given is **mostly relevant** to the age and needs of the individual • a **mostly detailed** account of how informal care options could meet the needs of the specified individual; the information given is **mostly relevant** to the age and needs of the individual.	**Comprehensive** application of knowledge and understanding of how social care services meet the needs of a specified individual. Evidenced through: • a **fully detailed** account of how the social care services selected could meet the needs of the specified individual; the information given is **fully relevant** to the age and needs of the individual • a **fully detailed** account of how voluntary care services could meet the needs of the specified individual; the information given is **fully relevant** to the age and needs of the individual • a **fully detailed** account of how informal care options could meet the needs of the specified individual; the information given is **fully relevant** to the age and needs of the individual.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Barriers an individual could face when accessing services in health or social care **Learning outcome A: Understand the different types of health and social care services and barriers to accessing them**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services. Evidenced through: • a **superficial** account of the barriers the specified individual may face when accessing the services, **with little clarity in the links** between the circumstances of the individual and the types of barriers they face • **simplistic** suggestions, with **little relevance,** for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service	**Adequate** application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services. Evidenced through: • a **partially detailed** account of the barriers the specified individual may face when accessing the services, **making partially clear links** between the circumstances of the individual and the types of barriers they face • **partially developed** and **partially relevant** suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service	**Good** application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services. Evidenced through: • a **mostly detailed** account of the barriers the specified individual may face when accessing the services, **making mostly clear links** between the circumstances of the individual and the types of barriers they face • **mostly developed** and **mostly relevant** suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service	**Comprehensive** application of knowledge and understanding of the barriers a specified individual may face when accessing health or social care services. Evidenced through: • a **fully detailed** account of the barriers the specified individual may face when accessing the identified service, **making clear links** between the circumstances of the individual and the types of barriers they face • **well-developed** and **fully relevant** suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Barriers an individual could face when accessing services in health or social care *(continued)* Learning outcome A: Understand the different types of health and social care services and barriers to accessing them				
No rewardable material	• **simplistic** justifications of how each barrier could be minimised or removed **supported by little logical reasoning**.	• **partially developed** justifications of how each barrier could be minimised or removed **supported by partially logical reasoning**.	• **mostly developed** justifications of how each barrier could be minimised or removed **supported by mostly logical reasoning**.	• **well-developed** justifications of how each barrier could be minimised or removed **supported by logical reasoning**.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: How health care professionals demonstrate the skills, attributes and values when delivering care to an individual **Learning outcome B: Understand the skills, attributes and values required to give care**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care. Evidenced through: • a **superficial** account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given shows **little appropriateness** to the age range and health condition of the individual • a **superficial** account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given shows **little appropriateness** to the age range and health condition of the individual	**Adequate** application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care. Evidenced through: • a **partially detailed** account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given is **somewhat appropriate** to the age range and health condition of the individual • a **partially detailed** account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given is **somewhat appropriate** to the age range and health condition of the individual	**Good** application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care. Evidenced through: • a **mostly detailed** account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given is **mostly appropriate** to the age range and health condition of the individual • a **mostly detailed** account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given is **mostly appropriate** to the age range and health condition of the individual	**Comprehensive** application of knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care. Evidenced through: • a **fully detailed** account of how health care professionals can demonstrate the specific skills when supporting the specified individual; the information given is **fully appropriate** to the age range and health condition of the individual • a **fully detailed** account of how health care professionals can demonstrate the specific attributes when supporting the specified individual; the information given is **fully appropriate** to the age range and health condition of the individual

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: How health care professionals demonstrate the skills, attributes and values when delivering care to an individual *(cont'd)* Learning outcome B: Understand the skills, attributes and values required to give care				
No rewardable material	• a **superficial** account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given shows **little appropriateness** to the age and health condition of the individual • **simplistic** reasoning of the importance of specific skills, values and attributes when providing care, **with few accurate links** made to the care needs of the specified individual.	• a **partially detailed** account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given is **somewhat appropriate** to the age and health condition of the individual • **partially developed** reasoning of the importance of specific skills, values and attributes when providing care, with **partially accurate links** made to the care needs of the specified individual.	• a **mostly detailed** account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given is **mostly appropriate** to the age and health condition of the individual • **mostly developed** reasoning of the importance of specific skills, values and attributes when providing care, with **mostly accurate links** made to the care needs of the specified individual.	• a **fully detailed** account of how health care professionals can demonstrate the specific values required when supporting the specified individual; the information given is **fully appropriate** to the age and health condition of the individual • **well-developed** reasoning of the importance of specific skills, values and attributes when providing care, with **fully accurate links** made to the care needs of the specified individual.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 5: How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles **Learning outcome B: Understand the skills, attributes and values required to give care**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the obstacles the specified individual may face during their care. Evidenced through: • a **superficial** account of the obstacles the specified individual may face during their care, **with little clarity in the links** between the circumstances of the individual and the potential obstacles they face • a **superficial** account of the impact of the obstacles on the specified individual's recovery	**Adequate** application of knowledge and understanding of the obstacles the specified individual may face during their care. Evidenced through: • a **partially detailed** account of the obstacles the specified individual may face during their care, **making partially clear links** between the circumstances of the individual and the potential obstacles they face • a **partially detailed** account of the impact of the obstacles on the specified individual's recovery	**Good** application of knowledge and understanding of the obstacles the specified individual may face during their care. Evidenced through: • a **mostly detailed** account of the obstacles the specified individual may face during their care, **making mostly clear links** between the circumstances of the individual and the potential obstacles they face • a **mostly detailed** account of the impact of the obstacles on the specified individual's recovery	**Comprehensive** application of knowledge and understanding of the obstacles the specified individual may face during their care. Evidenced through: • a **fully detailed** account of the obstacles the specified individual may face during their care, **making clear links** between the circumstances of the individual and the potential obstacles they face • a **fully detailed** account of the impact of the obstacles on the specified individual's recovery

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 5: How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles *(cont'd)* Learning outcome B: Understand the skills, attributes and values required to give care				
No rewardable material	• a **superficial** account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, **with little clarity in the links** between the specified skills, attributes and values and the obstacles. **Limited** judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles. Evidenced through: • **simplistic** justifications of how professionals could help the individual overcome obstacles **supported by little logical reasoning**.	• a **partially detailed** account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, **making partially clear links** between the specified skills, attributes and values and the obstacles. **Adequate** judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles. Evidenced through: • **partially developed** justifications of how professionals could help the individual overcome obstacles **supported by partially logical reasoning**.	• a **mostly detailed** account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, **making mostly clear links** between he specified skills, attributes and values and the obstacles. **Good** judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles. Evidenced through: • **mostly developed** justifications of how professionals could help the individual overcome obstacles **supported by mostly logical reasoning**.	• a **fully detailed** account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, **making clear links** between the specified skills, attributes and values and the obstacles. **Comprehensive** judgement of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles. Evidenced through: • **well-developed** justifications of how professionals could help the individual overcome obstacles **supported by logical reasoning**.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

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Resource requirements

For this component, learners must have access to*:*

- case studies
- notes made during any face-to-face teaching
- notes made during your preparatory research
- textbooks
- relevant websites.

Component 3: Health and Wellbeing

Levels: 1/2
Assessment type: External synoptic
Guided learning hours: 48

Component in brief

Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

Introduction

What does being healthy actually mean? It can mean different things to different people: you might think 'healthy' is not having to visit the doctor but an older person might consider it being mobile and able to get out and about, being happy and having friends.

In this component, you will explore the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for a person's state of health. You will learn how this information is used to recommend appropriate actions for improving a person's health and wellbeing. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

Summary of assessment

This external component builds on knowledge and understanding acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June. First assessment is January/February 2024.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment objectives

AO1 Knowledge of health and wellbeing

AO2 Understanding of health and wellbeing

AO3 Apply knowledge and understanding of health and wellbeing

AO4 Make connections between aspects of health and wellbeing

Essential content

A Factors that affect health and wellbeing

A1 Factors affecting health and wellbeing

Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.

- Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.
- Physical factors that can have positive or negative effects on health and wellbeing:
  - inherited conditions – sickle cell disease, cystic fibrosis
  - physical ill health – cardiovascular disease, obesity, type 2 diabetes
  - mental ill health – anxiety, stress
  - physical abilities
  - sensory impairments.
- Lifestyle factors that can have positive or negative effects on health and wellbeing:
  - nutrition
  - physical activity
  - smoking
  - alcohol
  - substance misuse.
- Social factors that can have positive or negative effects on health and wellbeing:
  - supportive and unsupportive relationships with others – friends, family, peers and colleagues
  - social inclusion and exclusion
  - bullying
  - discrimination.
- Cultural factors that can have positive or negative effects on health and wellbeing:
  - religion
  - gender roles and expectations
  - gender identity
  - sexual orientation
  - community participation.
- Economic factors that can have positive or negative effects on health and wellbeing:
  - employment situation
  - financial resources – income, inheritance, savings.
- Environmental factors that can have positive or negative effects on health and wellbeing:
  - housing needs, conditions, location

- home environment
- exposure to pollution – air, noise and light.

- The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event:
  - physical events
  - relationship changes
  - life circumstances.

B Interpreting health indicators

B1 Physiological indicators

Learners will explore how physiological indicators are used to measure health.

- Interpretation of physiological data according to published guidelines:
  - resting heart rate (pulse) – normal range 60 to 100 bpm
  - heart rate (pulse) recovery after exercise – the heart's ability to return to normal levels after physical activity is a good indicator of fitness
  - blood pressure – low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high between120/80mmHg and 140/90mmHg, high blood pressure 140/90mmHg or higher
  - body mass index (BMI) – underweight below 18.5 kg/m^2, healthy weight between 18.5 kg/m^2 and 24.9 kg/m^2, overweight between 25 kg/m^2 and 29.9 kg/m^2, obese between 30 kg/m^2 and 39.9 kg/m^2, severely obese 40 kg/m^2 or above.
- The potential significance of abnormal readings:
  - impact on current physical health (short-term risks)
  - potential risks to physical health (long-term risks).

B2 Lifestyle indicators

Learners will explore how lifestyle choices determine physical health.

- Interpretation of lifestyle data according to published guidelines:
  - nutrition – the Eatwell Guide
  - physical activity – UK Chief Medical Officers' Physical Activity Guidelines
  - smoking – UK Chief Medical Officers' Smoking Guidelines
  - alcohol – UK Chief Medical Officers' Alcohol Guidelines
  - substance misuse.

C Person-centred approach to improving health and wellbeing

C1 Person-centred approach

Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.

- The ways in which a person-centred approach takes into account an individual's:
  - needs – to reduce health risks
  - wishes – their preferences and choices
  - circumstances – to include age, ability, location, living conditions, support, physical and emotional health.

- The importance of a person-centred approach for individuals:
  - makes them more comfortable with recommendations, advice and treatment
  - gives them more confidence in recommendations, advice and treatment
  - ensures their unique and personal needs are met
  - increases the support available to more vulnerable individuals
  - improves their independence
  - they are more likely to follow recommendations/actions to improve their health
  - they are more motivated to behave in ways that positively benefit their health
  - they feel happier and more positive about their health and wellbeing.
- The benefits of a person-centred approach for health and social care workers and services:
  - it improves job satisfaction for health and social care workers
  - it saves time for health and social care services
  - it saves money for health and social care services
  - it reduces complaints about health and social care services and workers.

C2 Recommendations and actions to improve health and wellbeing

Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care.

- Established recommendations for helping to improve health and wellbeing:
  - improving resting heart rate and recovery rate after exercise
  - improving blood pressure
  - maintaining a healthy weight
  - eating a balanced diet
  - getting enough physical activity
  - quitting smoking
  - sensible alcohol consumption
  - stopping substance misuse.
- Support available when following recommendations to improve health and wellbeing:
  - formal support from professionals, trained volunteers, support groups and charities
  - informal support from friends, family, neighbours, community and work colleagues.

C3 Barriers and obstacles to following recommendations

Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to and build on their prior knowledge and understanding from Component 2, in particular, barriers to accessing services and the personal obstacles individuals may face.

- Definition of barriers: something unique to the health and social care system that prevents an individual accessing a service.
- Potential barriers as appropriate to the individual and the recommendation:
  - physical barriers
  - barriers to people with sensory disability
  - barriers to people with different social and cultural backgrounds
  - barriers to people that speak English as an additional language or those who have language or speech impairments
  - geographical barriers
  - resource barriers for service provider
  - financial barriers.
- Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.
- Potential obstacles as appropriate to the individual and the recommendation:
  - emotional/psychological
  - time constraints
  - availability of resources
  - unachievable targets
  - lack of support.

Links to other components

The table below illustrates how knowledge, understanding and practices from components across this qualification could be integrated to the delivery of this component. The practices support learners in making a synoptic response.

Component	Material from the component that learners could select and integrate in their synoptic assessment response to Component 3
Component 1: Human Lifespan Development	• A1: Human growth and development across life stages • A2: Factors affecting growth and development • B1: Different types of life event • B2: Coping with change caused by life events
Component 2: Health and Social Care Services and Values	• A3: Barriers to accessing services • B1: Skills and attributes in health and social care • B2: Values in health and social care • B3: The obstacles individuals requiring care may face

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary applied knowledge and understanding.

Please note: the list below will not necessarily be used in every paper and is provided for guidance only.

Key words/Command verb	Definition
Complete	Provide the missing information for a table so that it is complete (contains all the necessary information).
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Explain	Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.
Give	Provide a response i.e. feature, characteristic or use of.
Identify	Usually requires some key information to be selected from a given stimulus/source.
State	Recall from memory facts, terms, processes, legal implications etc. or provide the correct answer to the given context.

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4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required; please refer to individual components.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English to vocational learning. For example, the skills developed in extended writing (such as expressing ideas and information clearly, precisely, accurately and appropriately in different contexts) can be used when assessing health and wellbeing, and then creating a health and wellbeing improvement plan.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. For vocational teaching to be effective, it is important that teaching and learning are contextualised to the relevant sector. Therefore, we have provided delivery guidance for each component and other resources, such as Schemes of Work, to help you build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example working with others and demonstrating empathy, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

5 Non-exam internal assessment

Pearson-set Assignments

In this qualification, there are two non-exam internally-assessed components, which will be assessed through Pearson-set Assignments.

These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period. It is important that you explain to learners that these assignments are being used to formally assess their performance against the learning outcomes.

Each Pearson-set Assignment will:

- provide a vocational context to engage learners and to set the scene for the tasks to be completed across all the learning outcomes. In some instances, you can adapt the context to make it more relevant to your learners; the guidance provided within each assignment will clearly state whether there are opportunities to contextualise
- give learners clear tasks with the associated marks and the approximate time to complete each task
- give clear structures for evidence and specify the form(s) of evidence that learners should produce
- ensure that learners are drawing on the specified range of teaching content
- allow learners to select and apply their learning using appropriate self-management of tasks if a component contains synoptic assessment.

For each component, new Pearson-set Assignments are released twice a year through the secure area of our website. Release dates will vary by sector; please refer to individual components for the annual release date of the assignments. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; you must ensure that you are using the current series' assignment to assess your learners.

Each Pearson-set Assignment is to be issued to learners with a defined start date and completion date set by the centre and clear requirements for the evidence that they need to provide. You will need to give learners a guide that explains how these assignments are used for assessment, how they relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

All Pearson-set Assignments must be completed under supervised conditions; please refer to the guidance in the Pearson-set Assignment for individual components for any supervision requirements specific to each assignment.

Sample Pearson-set Assignments for internal components

Each non-exam internally-assessed component has a sample Pearson-set Assignment that accompanies this specification. This sample assignment is an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The sample assignment shows the nature of the tasks that may appear in the live Pearson-set Assignments and will give you a good indication of how the assessments will be structured. While the sample Pearson-set Assignment can be used for practice with learners, as with any assessment the content covered and specific details of the tasks may vary in each live Pearson-set Assignment, however, the marking grids will remain unchanged.

The sample Pearson-set Assignment can be downloaded from our website. This is for you to use and mark as you wish. Pearson does not mark sample Pearson-set Assignments.

Marking Pearson-set Assignments

Live Pearson-set Assignments are marked by the centre and will be moderated by a moderator appointed by Pearson. Centres are responsible for appointing someone to act as the assessor. This may be you (the teacher who has delivered the programme) or another teacher from the subject team.

Learners' evidence for a Pearson-set Assignment must be marked using the marking grid for that particular component. Each learner's marks are to be recorded on an Assessment Record Sheet (or centre devised documentation) and authenticated by the learner and Assessor. The Assessment Record Sheet is also required to be submitted with the learner's work for moderation.

The marking grid has four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band for each task. The descriptors for each band are written to reflect the marks at the top of the mark band; the descriptors should be read and applied as a whole.

Using a 'best fit approach' to marking the assignments

In applying the marking grid, you are required to first make a holistic judgement about which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provide a descriptor of the learner's expected performance in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that band, as long as it meets more of the characteristics of that mark band than of any other.

After placing the learner's response within a mark band, you should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the range for that band and allocate a final mark accordingly within the marks available in that band.

Further guidance on deciding a final mark

The award of marks must be directly related to the descriptors in a mark band. You should be prepared to use the full range of marks available. When deciding upon a final mark, you should take into account how well the learner's response meets the requirements of the descriptor in that mark band.

- If the learner's response meets the requirements of the descriptor fully, you should be prepared to award full marks within the mark band. The top mark in the band is used for a learner's response that is as good as can realistically be expected in that band.
- If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), you should consider awarding marks at the bottom of the mark band. The bottom mark in the band is used for a learner's response that is the weakest that can be expected in that mark band.
- The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are barely met.
- Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Authenticity of learner work

You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally-assessed component. You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

You must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

You must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- you understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, if you suspect that some or all of the evidence from a learner is not authentic, you must take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9: Administrative arrangements*.

Resubmission of evidence and retakes

Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 days. Internal assessment should be conducted in time to allow for this resubmission window prior to moderation should it be needed.

Feedback to learners can only be given in order to clarify areas where they have not achieved expected levels of performance. Learners cannot receive any specific guidance or instruction about how to improve work to meet mark bands, or be given solutions to questions or problems in the tasks.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements.

For further information on offering resubmission of evidence and retake opportunities, giving feedback, conditions for supervision and planning, and record-keeping requirements, you should refer to the centre guidance for internal assessment for BTEC Tech Awards, available on our website. All members of the assessment team need to refer to this document.

Internal standardisation

If there are a number of staff acting as assessors for this qualification, prior to internal assessment, you must carry out internal standardisation to make sure all learners' work is assessed consistently to the required standard.

If you are the only assessor in your centre for this qualification, it is still advisable to make sure your assessment decisions are internally standardised by someone else in your centre. This could be someone who has experience of the nature of this qualification or relevant subject knowledge.

Pearson will supply standardisation materials giving assessors the opportunity to discuss standardised learner work, assessment and administration.

Marking should be applied consistently as adjustments made through moderation can affect the whole cohort. Effective internal standardisation ensures that the work of all learners at the centre is marked to the same standard. It may not be possible for moderation to take place if effective internal standardisation has not been carried out.

You are not required to submit evidence of internal standardisation of assessment decisions to the moderator, but it must be retained in the centre should Pearson request it, or where there is a disagreement with the marking.

If it appears to the Pearson moderator that internal standardisation has not been carried out, they may discontinue the moderation process. The centre will then be required to remark all learners' work and carry out internal standardisation; another moderation activity will then be scheduled at the centre's expense. Submission of marks will be considered as confirmation that internal standardisation has taken place.

Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and across different assessors within a centre.

There are two annual moderation windows, December/January and May/June; the first moderation window for this qualification is December/January 2023.

Centres must ensure that they plan their assessment so that they can make the necessary entries and submit marks to meet the moderation deadlines. More details are provided in the *Administrative Support Guide*.

6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to learners' use of equipment.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors who are trained to undertake assessment
- assessment moderation, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

The externally-assessed component in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. External assessment is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessments for this qualification are available twice a year in January/February and May/June. First assessment is January/February 2024. Learners are permitted to have one resit of an external assessment prior to certification by taking a new assessment.

As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points.

Sample assessment materials

Each externally-assessed component has a set of SAMs that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

Conduct of external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define the degree of control for assessments for BTEC qualifications in this specification as:

- **high control**
  this is the completion of assessment in formal invigilated examination conditions.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

8 Final grading and awarding

Awarding and reporting for the qualification

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Individual component results will be reported.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Grade boundaries will be set for each component in the series in which it is offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity.

Learners' raw component marks will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. (Further details of the UMS are provided below in the section 'Calculation of a Qualification Grade'.)

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components and achieve the minimum number of uniform marks at a qualification grade threshold.

Unclassified is considered an outcome for the purposes of aggregating a final award.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the qualification claim is made.

In order to meet the terminal rule requirement, a learner must take the external assessment, Component 3 in their final series, i.e. the one in which a final award is claimed. If resitting, any prior attempts of Component 3 will not be used towards the learner's qualification grade, even if the result from the earlier attempt is higher.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the three components. A higher performance in some components may be balanced by a lower outcome in others.

The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. For example, a learner who just achieves a Level 2 Pass in an internal component one series will receive the same uniform mark as a learner achieving that same component grade the following series, regardless of their raw marks.

The minimum uniform marks required for each grade for each component

Components 1 and 2

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	72	63	54	45	36	27

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–26.

Component 3

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 120	96	84	72	60	48	36

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–35.

Qualification level results: the minimum uniform marks required for each grade

Qualification Grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 300	270	240	210	180	150	120	90

Learners who do not achieve the standard required for a Level 1 Pass grade will receive a uniform mark in the range 0–89.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our Information Manual available on our website: qualifications.pearson.com (search for key dates).

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Programme Leads, Assessors and Examinations Officers.

Learner registration and entry

Learners must be registered in line with the *Information Manual* (by 1 November). Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for internal and external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to access their chosen progression opportunities.

Our equity, diversity and inclusion policy requires all learners to have equitable opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson *Equity, Diversity and Inclusion in Pearson Qualifications and Related Services Policy* is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, marks awarded and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed components.*

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any part of a mark scheme to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Lead or other member of the programme team. Sufficient time should be allowed for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our *Internal Assessment in Vocational Qualifications: Reviews and Appeals Policy* document.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment prior to certification where necessary, however please note the terminal rule for the external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs or timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any component/unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals* booklet (https://www.jcq.org.uk/exams-office/appeals).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Centre Guide for BTEC Moderation*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - *JCQ Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments*
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive; a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

This gives a high-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- learner textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos, via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample Pearson-set Assignments for non-exam internally-assessed components

Sample Pearson-set Assignments are available for the non-exam internally-assessed components and can be downloaded from the Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Lead Standards Verifiers – they can support you in preparing for the moderation activity.
- Subject Advisors – they are available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.
- Pearson Quality Advisors – they can support with all quality assurance related aspects of your programme.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment, quality assurance and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face-to-face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms that may be used to define the requirements in the components.

Term	Definition
Account	Description of particular events or situations.
Accurate	Produce work competently, fit for purpose and correctly without significant error.
Accurately	Act or perform with care and precision; correctly within acceptable limits from a standard.
Adequate	The work is acceptable in most areas, but with some gaps or inconsistencies.
All	All relevant content for a specific area, as described in the component.
Analyse/Analysis	Separate information into components and identify characteristics, typically in order to interpret.
Applied	Put to practical use.
Appropriate	Relevant and considered in relation to the purpose/task/context. Select and use skills/knowledge in ways that reflect the aim.
Argument	Propositions supported by evidence.
Balanced	All factors have been considered in equal detail.
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Includes just the core elements or features without elaboration/examples/details.
Brief/Briefly	Accurate and to the point but lacking detail/contextualisation/examples.
Clear/ly	Easy to perceive and unambiguous.
Coherent	Logically consistent.
Communicate	Make known, transfer information, convey ideas to others.
Compare/ Comparison	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Showing the necessary ability, knowledge, or skill to do something successfully.
Complete	Include the required information.

Term	Definition
Comprehensive	The work is well developed and thorough, covering all pertinent aspects/information to evidence understanding in terms of both breadth and depth. All elements are considered in equal depth and breadth.
Confident/ce	Exhibit certainty, having command over information/ argument, etc. Demonstrate secure application of skills or processes.
Consider/ Consideration	Review and respond to given information.
Considered	Reached after, or carried out with, careful thought.
Consistency	Steps in a process followed repeatedly and as intended.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe/Description	Set out characteristics. Provide clear information that includes the relevant features, elements or facts.
Detailed	Point-by-point consideration of relevant and accurate features, elements and/or facts supported by examples, showing attention to particulars beyond a simple response.
Developed	Consider and expand on all relevant points in detail.
Dexterity/Dextrous	Perform a difficult action quickly and skilfully with the hands or the ability to think quickly and effectively.
Effective	Applies relevant knowledge and understanding and/or skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
Excellent	Consistently high standard of skill in completing a practical task.
Extensive	Large in range or scope.
Few	A small number or amount, not many but more than one.
Fully	Completely or entirely; to the fullest extent.
Generally	Appropriate in most cases, with a few exceptions.
Generic	Characteristic of or relating to a class or group of things; not specific.
Good	The work gives information and careful consideration about many/several elements of the context, usually point by point, and lines of reasoning are clear, valid, relevant and logical.
Identify/ing/ Identification	Name or otherwise characterise the main features or purpose of something.

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Term	Definition
Inaccurate	Work produced incompetently, unfit for purpose with error.
Incomplete	Not fully finished, with one or more parts of a task missing.
In-depth	Covering most, or all, important points of a subject.
Insightful	Showing an accurate and deep understanding.
Insufficient/ly	Lacking adequate evidence.
Interpret	State the meaning, purpose or qualities of something using images, words or other expressions.
Investigate	Carry out research or trial activities to increase understanding of the application of information.
Irrelevant	Inapplicable in the argument.
Judgement	An opinion formed by discerning and comparing.
Justify	Give reasons or evidence to support an opinion or prove something right or reasonable.
Largely	Appropriate on the whole or to a great extent.
Limited	The work is narrow in competence, ability, range or scope, including only a part of the information required to evidence partial, rather than full, knowledge, understanding and/or skills and is often tentative in relation to context.
Linkages	Factor/content relates directly to another area of content/factor.
Little	A very small amount of evidence, or low number of examples, compared with what was expected, is included in the work.
Logical/ly	Reasonable and sensible. Methods or processes followed in a way that shows clear, sound reasoning.
Many	A large number of (less than 'most').
Methodically	Tasks carried out in an orderly and logical manner.
Most/ly	Nearly all of the content which is expected has been included.
Narrow	Limited in terms of range. Only considers a few aspects.
Often	Most of the time with a few exceptions.
Partial/ly	To some extent, but not completely. Some key points are included, but others are missing.
Perceptive	Insightful, showing a deep level of understanding.
Persuasive	Influencing through reasoning.

Term	Definition
Pertinent	Considered and thoughtful approach in relation to the task/activity which demonstrates an astute understanding of contributing factors and/or links.
Precision	Use of accuracy and refinement to a method or process.
Professional	According to industry standards.
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
Realistic	Will work in a real setting.
Reasonable	Fair or moderate.
Reasoned/Reasoning	Justified, to understand and to make judgements based on practical facts.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Correctly focused on the activity. Applicable to the situation/ context/task.
Review	Consider something formally in order to give an opinion on it based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised and confident in ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Sensitivity	Understand and respond to needs and emotions.
Show	Present using practical skills.
Significant	Of a noticeably or measurably large amount or importance.
Simplistic	The work is composed of one part only, without elaboration/examples/details.
Some	A small amount or number of items, several items will be missing, list will be incomplete.
Specific	Relating directly to a particular area or subject.
State	Express something definitely or clearly.
Straightforward	To the point and easy to understand.
Sufficient	Meet the basic needs or requirements of a situation/ context but with some limitations.
Suitable	Appropriate for a particular purpose.

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Term	Definition
Summarise	Gather together all of the main aspects of a given situation or experience in a condensed format.
Superficial	Lacking depth of knowledge or understanding. Generic response, with no link to the task context.
Supported	Validated with evidence.
Systematically	Follows a method or procedure accurately, logically and in the correct order of process.
Tentative	Uncertain in approach or connection to the task or context.
Thorough	Comprehensive and extremely attentive to accuracy and detail.
Timely	Methods/techniques used when necessary/appropriate.
Unbalanced	All factors have not been considered in equal detail; some are considered in more detail than others.
Unclear	Not obvious or definite; ambiguous.
Unrealistic	Inappropriate to reality and will not work in a real setting.
Unsupported	Not verified or substantiated with evidence.
Well	To a high standard or degree of completion.
Wide range	Includes many relevant details, examples or contexts, thus avoiding a narrow or superficial approach; a broad approach taken to scope/scale; a comprehensive list of examples given.

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